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ABSTRACT

The annotated bibliography, developed as a part of a course in methodology for teaching English as a Second Language (ESL), focuses on the Suggestopedia method that emphasizes the use of relaxation in the language classroom. The bibliography is divided into two parts. The first part contains 53 citations of journal articles, papers, research, and reports on the method and its use. The second part contains five citations of books by major authors associated with the development and use of the technique. Each citation contains bibliographic information, including ERIC document numbers when applicable, and a brief annotation. (MSE)

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EN 740 TESL/TEFL METHODOLOGY

SUGGESTOPEDIA

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Introduction

Suggestopedia is the teaching method developed by Georgi Lozanov. It emphasizes the use of relaxation in the language teaching course. Students will be provided with the pleasant and enjoyable atmosphere in the classroom. The use of music is proved to be helpful in enhancing students'abilities in the learning procedure. Teachers using this method should be trained in order to support the success of the method.

The reason why suggestopedia is chosen to be a topic of our interest are as following: 1) we agree with the use of music to create relaxation; 2) the emphasis on relaxation is necessary for language learning; 3) students are assigned to use the target language in communication from the beginning of the language course; 4) this method when combined with other methods in dicates the success of language teaching and learning; and 5) its universal applications in many languages teaching; for example, Russian, French, German, and especially English.

The main sources of our bibliography are from Educational Resources Information Center (ERIC), Language Teaching (LT) and Linguistics and Language Behavior Abstracts (LLBA). However, we have got only the abstracts for some articles because they are mostly published in the Journal of the Society for Accelerative Learning and Teaching (SALT) which does not exist in our library.

We divide our bibliography into two parts. The first part involves articles concerning with suggestopedia. And the second part includes some books about the principles of suggestopedia of the major authors who originated the suggestopedic method. In modifying the abstracts, we use initials "WAME" to stand for Walaiporn and Mettiya.

Walaiporn Vitooravet
Mettiya Kanchanomai

Anderson, L. D. and Render, G. F. (1984). Suggestive-Accelerative Learning and Teaching and Retention. [ERIC ED NO. 254 524].

The use of superlearning to teach rare English words to education undergraduates of University of Wyoming. Superlearning techniques are adapted from Lozanov's suggestopedic methods by Ostrander and Schroeder. The technique includes relaxation and music. The results show higher memory rates than the normal forgetting curve. (WAME/ERIC)

Bancroft, W. J. (1978). The Lozanov method and its American adaptations. Modern Language Journal, 62(4), 167-175.

The use of Lozanov method for teaching intensive language courses in a normal American school situation with the belief that suggestion is more effective when a student is mentally relaxed. The procedures include: physical relaxation exercises, mind-calming exercises, and pleasant learning recall.

Bancroft, W. J. (1981). Language and music: suggestopedia and the Suzuki method. Journal of the Society for Accerelative Learning and Teaching, 6(4), 255-266.

Suggestopedia and the Suzuki method emphasize the teacher's authority, the role of the environment and the untouched potential of the learner. Both methods favor the use of music and promote unconscious acknowledgement in a relaxed state. Lozanov is influenced by Oriental philosophy, raja yoga; whereas, in the case of Suzuki is Japanese zen. (WAME/LT)

Bancroft, W. J. (1982). Suggestopedia, sophrology and the traditional language class. Foreign Language Annals, 15(5), 373-379.

The use of elements of the suggestopedia and sophrology methods in a French language classroom over a 13-week period. Successful learning is associated with good relaxation and solid training in English grammar. Students inmprove French language skills from this method.

Bancroft, W. J. (1984). Three methods for language acquisition: TPR, the tomatis program and suggestopedia. [ERIC ED NO. 253 092]

TPR, the tomatis program and suggestopedia methods share important common elements. 1) The base on learning native language by

listening comprehension first. 2) Second language learning in natural way with emphasis on communicative and realistic utterances. 3) Global perception in the learning process. And 4) The emphasis on the use of the right brain. (WAME/ERIC)

Bancroft, W. J. (1988). Strategies for effective language acquisition. Zielsprache Englisch, 18(3), 1-5.

Language acquisition methods focus on language learning as a natural experience and are based on the way in which children learn their native tongue. Strategies for effective language acquisition supply to the right hemisphere of the brain and may be divided into physical, creative, and assimilation. Three methods are outlined, 1) James Asher's total physical response. 2) Tracy D. Terrel's natural approach and 3) Goergi Lozanov's suggestopedy. (WAME/LLBA)

Bass, J. F. (1985). The effects of the suggestive-accelerative learning and teaching method and a structural analysis method on vocabulary learning. [ERIC ED NO. 276 991]

The study investigates the effects of the combination of the suggestive-accelerative learning and teaching method with the structural analysis method on vocabulary learning and students attitudes toward the methods. The results show that each method make significant gains from pretest to posttest. However, the suggestive-accelerative learning and teaching group has higher scores than the structural analysis group. (WAME/ERIC)

Baur, R. S. and Eichhoff, M. (1981). Journal of the Society for Accelerative Learning and Teaching, 6(4), 272-295.

The psychological basis of other teaching methods used in USSR which come before suggestopedia is discussed. The use of suggestopedic elements of relaxation and music are defined. Further research of these elements leads to a deeper understanding of the psychological basis for suggestopedia. (WAME/ERIC)

Baur, R. S. (1982). Die suggestopädie in der erwachsenen (Suggestopedia in adult education). Zielsprache Englisch, 12(4), 4-11.

Described are the creation of an anxiety-free learning environment, the function of paralinguistic elements, suggestopedia's four presentation phrases and two training phrases and effects of suggestopedic learning. Arguements in favor of the method are presented. (WAME/ERIC)

Bayuk, M. (1983). Cognitive learning styles in "Traditional" audio-lingual and suggestopedic language instruction. [ERIC ED NO. 236 923]

The characteristics of cognitive and intuitive learning styles are differentiated. An audio-lingual approach with four components: listening, speaking, reading, and writing is discussed. The implementation of suggestopedia is encouraged by the discoveries of brain research, parapsychology, musiology, hypnosis,and biochemistry. (WAME/ERIC)

Belanger, B. (1985). Suggestopedia and teacher training. [ERIC ED NO. 254 087]

The advantages of the suggestopedic method in second language instruction include: 1) pleasant classroom atmosphere; 2) the attempt to explore the student's full intellectual potential; 3) initiative-cognitive combination method; 4) the use of interesting texts that combine language and cultural studies and 5) the use of psycholinguistic approach. The teacher is suggested to have additional training for effective use of the method. (WAME/ERIC)

Bleumer, F. (1980). Silent way en suggestopedie: de eerste ervaringen (Summery on silent way and suggestopedia: the first experiences). Levende Talen, 354, 573-583.

The use of the silent way and suggestopedia in teaching French as a foreign language. A speaking test, an appreciation questionnaire and a self-evaluation of competence questionnaire is measured. Results of the self-evaluation questionnaire indicate a greater trust in people's own potential to speak or understand French. (WAME/LLBA)

Botha, H., Ludolph, P. and Carol A. (1988). A comparison of Krashen's L2 acquisition learning theory and Lozanov's suggestopedia. [ERIC ED NO. 293 368]

Krashen's L2 acquisition learning theory and Lozanov's method of teaching through suggestion are compared in both their underlying theories and classroom applications. The considerable agreement is found on issues such as input, rule, effect and psychology. Lozanov and Krashen confirms that these are common denominators in second language teaching base on environment. (WAME/ERIC)

Brislan, P. S. (1987). Music and accelerative learning: some historic and current applications. Journal of the Society for Accelerative Learning and Teaching, 12(3), 115-139.

The appropriate use of musical sound with the capacity to promote well-being which is an essential prerequisite for effective

accelerative learning need to be thoughtfully applied. Three different investigations in specific use of music is reviewed: an aid to language discrimination in young children, a mean of relieving laboratory persuaded stress, and a positive influence on the regulation of functions of the nervous system. (WAME/LT)

Bush, B. J. (1986). A comparison of innovative training techniques at the Defense Language Institute Foreign Language Center. [ERIC ED NO. 281 384]

The evaluation of the comparative effectiveness of three language instruction methods: 1) suggestopedia; 2) the standard methodology, a functional skill-building approach, used at the Defense Language Institute Foreign Language Center; and 3) a flexible scheduling version with pacing on group readiness of the standard methodology. Results indicate that suggestopedia approach is not superior than the other two methods. (WAME/ERIC)

Cullen, A. and others. (1987). Accelerated learning. [ERIC ED NO. 280 276]

The discussion of a second language teaching technique using relaxation, imagination, and muaic to accelerate the learning process is divided into three parts. 1) A classroom setting description, 2) an outline of the theory and sources of the method of learning theory and language teaching, and 3) an evaluation of the method project in training Louisiana language teacher. (WAME/ERIC)

Dröber, E. (1985). Auf. natürliche weise lehren and learnen "Suggestopädie" und "Superlearning" in de Fremdsprachenpadagogilx (National methods of teaching and learning: "Suggestopedia" and "Superlearning" in foreign language pedagogy). Praxis des neusprachlichen Unterrichts, 32(4), 407-413.

The "Superlearning" or "Suggestopedic" method of foreign language instruction has recently come into vogue,especially in private language schools. By playing music and providing a soothing atmosphere, this method seeks to stimulate hemispheres of the brain and the learning process. It is suggested that this method be used on an experimental class in primary and secondary schools. (WAME/LLBA)

Eggers, P. (1984). An innovation on language learning. Media and Methods, 21(4), 16-19.

Suggestopedia is used primarily for second language learning. It is a learning method which facilitates brain learning by using the arts and music to reduce negative and increase positive suggestive

factors. Procedures in teaching are discussed and sources of information and suggestopedia music selections are listed.

Galisson, R. (1983). La résistible émergence de la suggestion en pédagogie (The resistible rise of suggestion in teaching). Francais dans le Monde, 175, 20-23.

Though suggestion has a bad press, it can be a useful aid in teaching unknowingly. It is important to distinguish between the positive and negative aspects of suggestion and between direct and indirect suggestion. The teacher needs to know how to exploit it to the best advantage. If suggestion is accepted in teaching, the importance of the role of the teacher's personality has to be recognized.

Garza, T. J. (1984). Beyond Lozanov: Practical application of the intensive method in foreign language teaching. [ERIC ED NO. 245 561]

A three-day cycle of instruction of the Lozanov method is based on planning an intensive language course. The first three days are designed to be free of any stress and embarassment for the students. The teacher assigns a character name to each student. Speaking if required, is done as a group not individually. (WAME/ERIC)

Gassner, R. S. and Brislan, P. (1984). A controlled, comparative and evaluative study of a suggestopedic German course for first year university students. Journal of the Society for Accelerative Learning and Teaching, 9(2), 211-233.

An evaluation of the progress of three groups of university students in a first-year German course; two groups are taught by conventional methods in comparison with an experimental group taught by suggestopedic method. The suggestopedic group is supplied with a variety of music styles and genres. The result confirms the superiority of suggestopedic method over conventional teaching and learning. (WAME/LT)

Hall, L. (1982). A strategy for rapid master of the Russian alphabet (Lozanov Approach). Russian Language Journal, 36(125), 211-220.

The shortcomings of traditional techniques are discussed and the boredom, anxiety, embarassment, frustration, and fatigue, their causes are cited as the major obstacles to a successful reading pedagogy. Lozanov's method overcomes all these pitfall and is didactically very effective. Material, underlying principle and means to implement the method are discussed.

Herzele, A. (1984). Suggestopedic. Les Langues Modernes, 78(2-3), 183-187.

Paper presented at the conference of the Association des professeurs de langues. The development of suggestopedia in foreign language instruction is traced with emphasis on the work done in Eastern Europe. Six principles or models of suggestion used in the program are described and specified pedagogy. The research concerns its effectiveness. (WAME/LLBA)

Holtwisch, H. (1988). Suggestopädie, superlearning and schule (Suggestopedy, superlearning, and the school). Praxis des neusprachlichen Unterrichts, 35(3), 239-246.

Suggestopedic approach is reluctantly promoted by West German educators in second language instruction. The method given in Eastern Europe where some significant results in teaching by suggestopedy were achieved also observed the excessive claims of proponents of superlearning. The term of suggestopedy is found to have negative connotation in Western Culture. (WAME/LLBA)

Kaplan, L. (1981). Intensive tutoring based on "Superlearning". Journal of the Society for Accelerative Learning and Teaching, 6(4), 245-254.

The description in detail of the intensive tutoring based on the book "Superlearning" with an Austrian student in English as a second language. Vocabulary tests were given at the end of each 2 and 1/2 hour tutoring session; the student learned about 2,000 words and phrases in 22 sessions and was able to communicate effectively in English. (WAME/ERIC)

Klockner, K. (1984). Suggestopedia applied to an English as a second language setting. Journal of the Society for Accelerative Learning and Teaching, 9(1), 61-77.

Suggestopedia was used in an experimental class to teach English as a second language to Indochinese refugees from Southeast Asia. Within ten weeks , the class which had no familiarity with English before could read, write and communicate in common English phrases and the rate of learning tended to be more than average for elderly students. (WAME/LT)

Knibbeler, W. (1982). A closer look of suggestopedia and the silent way. Journal of the Society for Accelerative Learning and Teaching, 7(4), 330-340.

The study of the teaching of French to adults compared with the suggestopedic and silent way in the acquisition of language skills

and the influence upon affective behavior. Results indicated little variance in the impact of the two methods which are philosophically quite opposed to each other. The influence of the teacher emerged as the most significant factor. (WAME/LT)

Königs, F. G. (1979). Ubersetzung in theorie und praxis ansatzpunkle für die konzeption einer didaktik der übersetzung. (Transition in theory and pratice : starting point for the concept of translation dialects). Manuskripte zur Sprachlerforschung, 14, 1-164.

The discussion about theoretical and practical of translation in term of their relevance to the development of translation didactics. This theory problems are treated; for example, the difinition of translation, translation process and the translation linguistics etc. The major inquiries were about the final examination certificates, hour of instruction, and time to develop translational drill etc. (WAME/LLBA)

Kraetschmer, K. (1986). Current trends in Neurolinguistic studies of bilingualism. International Review of Applied Linguistics in Language Teaching (IRAL), 24(1), 1-11.

A survey of current neurolinguistic literature reveals the interest in the right hemisphere in language production. Suggestopedic learning which focuses on the cooperation and integrate function of the left and right hemispheres is seen as a promising direction.

Lawlor, M. (1987). Some questions answered about "Right Brain" language learning and teaching. British Journal of Language Teaching, 8(2), 121-136.

Center on the opinions of Micheal Lawlor of the Society for Effective Affective learning (SEAL) about "right brain" language learning and includes suggestion (with examples presented about learning Greek) for developing power of suggestion and applying it to foreign language learning. (WAME/ERIC)

Lehr, F. (1987). ERIC/RCS report : suggestopedia. Language Arts, 64(7), 778-781.

Examine materials in the ERIC data base on the suggestopedia method of instruction which bypasses the mina's barriers to learning and increase learning and retention. (WAME/ERIC)

Marcum, K. (1987). Lozanov's suggestopedy : A psycholinguistic analysis of its theory and praxis. [ERIC ED NO. 283 372]

Lozanov's suggestopedia has recieved both favorable and unfavorable evaluation from well-known scholars in the field of language learning. Some suspicious views may be due to the paucity of interpretable scientific evidence for the method 's claims. Theory on learning may suggest that Lozanov'S method should achieve better than average result in learning.

Mcginty, R. L. (1988). Robert role for optimal learning : Model development, field testing, implications. [ERIC ED NO. 296 660].

A study to test the value of accelerated techniques is used with administrative students in the School of Business, Eastern Washington University. The procedures involve using both sides of brain and shortening the learning course within the appropriate learning environment. Results suggest that students prefer the Lozanov method, and that they learn more with this method. (WAME/ERIC)

Moon, C. E. and others. (1986) A meta-analysis of suggestopedia, suggestology, suggestive-accelerative learning and teaching (SALT), and superlearning. [ERIC ED NO. 271 503].

The report of forty studies using one or more components of Lozanov's method of suggestive-acclerative learning. All of the studies used a control group for contrasting various suggestology treatments. The conclusion seems that the Lozanov method with explicit suggestion is more effective than untreated controls relative to foreign language acquistion, foreign language memory, affective attributes, cognitive achievement and creativity. (WAME/ERIC)

Palmer, L. L. (1985). Suggestive acclerative learning and teaching (SALT) with learning disabled and other special needs students : a literature review and meta-analysis. Journal of the Society for Acclerative Learning and Teaching, 10(2), 99-129.

The use of suggestive acclerative learning disablities, educable mental retardation, remedial reading, behavioral-emotion disturbance, low socio-economic status, remedial mathematics, low-poor-under-achievers, normal, gifted and talented. An statistic analysis shows that SALT is an assuring procedure for special needs populations.

Perramond, D. B. (1984). Pour une recentration de l'ensiegnement des langues sur l'ensignant : la contribution de la suggestopédic á la didactique des langues étrangères. (Toward a recentering of language teaching on the teacher : the contribution of suggestopedia to foreign language padagogy). French Review, 57(4), 456-482.

It is shown that the work of Lozanov on the teaching method known as suggestopedia has done a great dael toward revitatizing the role of the instructor in foreign language teaching. Suggestopedia relies heavily on instructor on paraverbal, nonverbal and verbal levels. The importance of the teacher's attitude is stressed.

Perramond, D. B. (1986). Approach communicative et psychothérapie. (Communicative approach and psychotherapy). The French Review, 59(3) , 383-388.

Psychotherapy which deals with the resolution of communication interests the "new" foreign language teachers. Detailed are some of the principles of community language learning and suggestopedia, which aim to create an atmosphere of freedom, creativity and confidence by using role-playing, teaching of psychotherapy. These methods are truly learner-centered.

Racle, G. L. (1979) Can suggestopedia revolutionize language teaching? Foreign Language Annals, 12, 39-49.

The Lozanov method accelerates learning with the belief that the more confidence one has, the more enjoyment there is in learning. From the very beginning of the suggestopedic course, the student is placed in a real communication situation. Since language is a communication tool, it is important that the student perceive this function of language that he can use it to communicate freely and effectively.

Ramirez, S. Z. (1986). The effect of suggestopedia in teaching English vocabulary to Spanish-dominant Chicano third graders. Elementary School Journal, 86, 324-333.

The suggestopedia teaching was determined whether it would produce measureable differences in the English vocabulary achievement of Spanish dominant Chicano third graders. In order to use the suggestopedia effectively, teachers need to be trained the information on background, important variables, and classroom procedures. Many of the components of suggestopedia when used in combination with other methods appear to enchance effects.

(12)

Rickard, H. C. and others. (1985). The effects of suggestibility on relaxation. Journal of Clinical Phychology, 41(4), 466-468.

Undergraduates are selected on the basis of Creative Imagination Scale scores and are randomly assigned high and low suggestibility subjects to progressive (PR) and suggestions of relaxation (SR) training modes. Results reveal significant pre-post relaxation effect, and main effects for both suggestibility and training procedure.

Saféris, F. (1983). Au plasir des profs : l'approche suggestopédic. (To please the teachers : the suggestopedic approach). Le Français dans le Monde, 22(175), 24-29.

The conduct of "Suggestopedic" language class is discribed. Suggestopedia involved many aspects of learning ignored by traditional methods, the most important of which include relaxation to affect emphasis on participation and the combining of effort with pleasure. The theoretical foundations of suggestopedia are outlined.

Salvi, R. (1988) Linguistica applicata : una collana per insegnanti. (Applied linguistics and language teaching : a series for teachers). Rassegna Italiana di Linguistica Applicata, 20(3), 147-162.

A series on language teaching and learning for teachers includes book on the following topics 1) psycholinguistics (Titone); 2) the role of brain in language acquisition (Danesi); 3) the creative language of children (Crema and De Robert); 4) Suggestopedia (Lozanov and Gateva). (WAME/ERIC)

Schaefer, D. A. (1980) My experiences with Lozanov method. Foreign Language Annals, 13, 273-287.

The observation of actual suggestpedic class for five weeks at McGill University in Montreal convinced the author that the indivisible unity which involves unlocking useful powers of human memory in the learner is not attained without careful training and thoughtful training.

Schiffler, L. (1986). Recherche empirique sur l'effet de la musique dans l'enseignement suggestopédique du français. (An empirical study of the effect of music in suggestopedic instruction of French as a second language. Rassegna Italiana di Linguistica Applicata, 18(2), 65-80.

A study of the effectiveness of music teachniques in French second language instruction using the suggestopedic approach is reported.

The study attempts to control for variations commonly found in experimental conditions. (WAME/LLBA)

Schiffler, L. (1987). Suggestopédie and supperle6arning eine methode für lenschwächere schüler? Eine darstellung der erfahrungen in deutschsprachigen schulen. (Suggestopedia and superlearning : a method for slow learner? Experiences in German speaking school). Praxis de neusprachlchen Unterrichts, 34(1), 83-88.

Suggestopedia and superlearning techniques are employed in language classes for slow learning German high school students. Results support the hypothesis that these techniques are particularly useful for slow learners. Improvements were attained in grades, motivation, classroom atmosphere and learners' abilities to concentrate. (WAME/ERIC)

Schiffler, L. (1988). Suggestopédic : peut-on apprendre 500 mots en trois ou quatre heures? (Suggestopedia : Can one learn 500 words in three or four hours?) Français dans le Monde, 217, 63-66

Approximately 500 words to be learned in each study presented by context within the limits of Lozanov's teaching method to beginning French students in a first semester course. The method involving both interactive and physical relations to the words to be learned was the most effective. It is suggested that the method may prove effective in the classroom.

Schiffler, L. (1988). Hypermnésie dans l'enseignement des langues étrangères peut-on apprendre 500 mots en 3 ou 4 heures? (Hypermnesia in teaching foreign language: can one learn 500 words in three or four hours? Rassegna Italiana di Linguistica Applicata, 20(1), 103-114.

A replication of Georgi Lozanov 's experiment versions were realized: 1) the suggestopedic approach; 2) interactive learning; 3) corporal suggestopedic learning; and 4) an interactive-suggestopedic procedure. Results do not support Lozanov's claim by applying suggestopedy. The study attempts to control for variations commonly found in experiment conditions. (WAME/ERIC)

Schiffler, L. (1988). Merkmale de suggestopädie und des superlearning in derheutigen Praxis (The characteristics of suggestopedia and superlearning on today's practice). Zielsprache Englisch, 18(2), 10-15.

Suggestopedia becomes very popular in adult language teaching after the publication of Suggestology and Outline of Suggestopedy. The major features of this approach are described, such as, suggestive

teaching behavior, suggestive influence, relaxation exercises, body language, learner-centered learning aids, and positive group atmosphere. (WAME/LLBA)

Schiffler, L. (1988). Hypermnesie im Fremdsprachenunterricht-Kann man 500 vokabeln in 3 und 1000 in 5 1/2 studen "lernen"? (Hypermnesia in second language instruction: Can one "learn" 500 words in 3 and 1000 in 5 1/2 hours?). Neusprachliche Mitteilungen aus Wissenschaft und Praxis, 41(3), 150-157.

An imitation of 1000-word experiment is attempted and supplemented with additional facilitated versions, presentations of words in context, lower number of words, to follow exactly the description of Lozanov's Suggestology and Outlines of Suggestopedy. It was found that suggestopedic body learning was an effective approach in teaching second language vacabulary. (WAME/ERIC)

Szalontai, E. (1981). The fundamental problems of suggestopedy. Journal of the Society for Accelerative Learning and Teaching, 6(4), 296-310.

It is concluded that suggestopedic belongs with intensive teaching techniques. They speed learning, increase its effectiveness, improve memory, help to overcome learning related fears and handicaps, arouse and sustain interest. They may particularly be effective where language must be learned very quickly, and where grammatical errors are not regarded too seriously. Teaching takes place in a relaxed and entertaining atmosphere. (WAME/LLBA)

Thomas, E. (1983). Suggestopedia: A new way to learn. [ERIC ED NO. 235 063]

Suggestopedia is based on the assumption that a number of environmental, social and psychological variables affect use of students'ability to learn. The power of suggestion is a key element. Ways to break down anti-suggestive barriers are: 1) comfortable atmosphere; 2) use of music; 3) use of posters; 4) increase individual participation; and 5) well-trained teacher in suggestopedia. (WAME/ERIC)

van, d. V. (1985-1987). Per Linguam: A Journal of Language Learning, 1-3 [ERIC ED NO. 294 426]

Regular issues of "Per Linguam" appear twice a year. The document consists of the six regular issues for the years 1985, 1986 and 1987. These issues contain 32 articles. All articles concern with the study of suggestopedia method and the Suggestive-Accelerative Learning and Teaching (SALT).

Zeiss, P. A. (1983). A comparison of the effects of superlearning techniques on the learning of English as a second language. [ERIC ED NO. 236 928]

Saudi Arabian students learning English as a second language were examined by superlearning techniques on the retention of technical vocabulary. This approach involved the use of music, relaxation, and rhythmic speaking to increase retention of factual material. Results indicated no individual effects from the relaxation combined with background music treatments. (WAME/ERIC)

Lozanov, G. (1978). Suggestology and Outline of Suggestopedia. New York. Gordon and Breach.

Suggestopedy started purely as a psychological experiment aimed at increasing memory capacities in the educational process. Its basic components involve areas of the mind and brain, the techniques of yoga, psychology of suggestion, psycho-drama and subvocalization. The Lozanov method will be successful with these three criteria : 1) the principle of " joy and easiness "; 2) the principle of the unity of the conscious and the unconscious; and 3) the principle of " suggestive interaction "

Lozanov, G. (1988). The Foreign Language Teacher's Suggestopedic Manual. New York. Gordon and Breach.

This manual is based on Dr. Lozanov's twenty-five years research on the science of suggestion. The Lazanov Learning Method, as detailed in the book, is a dynamic, stress-free technique which enables students to learn great amounts of material in short periods of time. Most popular in the field of foreign language teaching and learning, suggestopedy accelerates language learning from 5 to 50 times over other conventional methods.

Ostrander, S. and Schroeder, L. (1979). Superlearning. New York. Delta/confucian.

Superlearning is an easy and relaxed way that speeds up learning by using "human energy conservation" to get results. The application of music helps relaxation with rhythm. Students relax and breathe deeply and rhythmically in time to the music. Two basic teaching procedures involve : 1) self-image therapy for students; and 2) organization of nonverbal cues.

Schuster, D. H. (1986). Suggestive Accelerative Learning Techniques: Theory and Applications. Des Moines, Iowa. A Harwood Book.

This informative book demonstrates how an effective combination of physical relaxation exercises, mental concentration, suggestive principles and relaxing music speeds classroom learning. It provides a detailed description of the three basic phases of the Lozanov approach to learning: preliminary activities, presentation of material. Filled with actual examples of classroom and laboratory studies, each chapter is follwed by questions that stress the important concepts within.

Stevick, E. (1980). In A Way and Ways. Rowley, Massachusette. Newbury House.

The description of the author's account of thoughts, some actions that come out of the contacts with Lozanov's method based on the use of suggestopedia in language teaching. The suggestopedic basis for success requires warm and supportive teacher in comfortable and relaxed classroom with the use of music to help language learning.